



BULLETIN OF  
**ALABAMA COLLEGE**  
*The* STATE COLLEGE *for* WOMEN  
MONTEVALLO, ALABAMA

# Home Economics as a Profession

TO PROSPECTIVE COLLEGE  
STUDENTS:

Since the field of home economics is very broad, it appeals to many types of girls with varying interests and abilities. The course is not limited to one kind of subject matter, but applies the materials of sociology, economics, psychology, science and art to the improvement of home and family life. It includes a study of clothing, food, furniture, housing, chil-

dren, equipment, sanitation, interior decoration, and home care of the sick.

Another reason for the appeal of home economics to large numbers is its vocational possibilities. Some home economics-trained women who specialized in foods are serving as dietitians in hospitals, cafeterias and school dining rooms. Others are managers of hotels, club houses and apartment buildings. Home economists are employed also as dress designers, stylists, buyers in department stores. An interest in social service has influenced some to become visiting housekeepers, nutritionists, rehabilitation workers and directors of day nurseries. An understanding of consumer needs makes home economists valuable to many commercial firms. Some home economists are using their training in journalism, writing for women's magazines and farm journals. But more important than all these is homemaking, the ultimate vocation of 80 to 90 per cent of all women.

The Alabama College School of Home Economics, oldest and largest in the state, is distinguished by reputation and performance. It has a faculty of 16, with whom more than one-fourth of all Montevallo students take their major work. The department is designated by the State Department of Education for training of vocational home economics teachers. The institutional economics curriculum is approved by the American Dietetic Association for undergraduate training. Alabama College as an institution of higher learning ranks high in the nation.

Graduates in home economics at Montevallo are found all over the United States holding important positions both in educational and commercial fields. In Alabama more than half the home economics teachers are graduates of Alabama College. Many others are county home demonstration agents, rehabilitation workers, and home economists for commercial concerns.

This booklet offers a glimpse of the activities in home economics at Alabama College. The General College, with complete information regarding the curricula, will be sent upon request.

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*Above: Leisure moments for students in the Home Management House.*

*Below: Learning to give new life old furniture of good line.*



# Textiles AND CLOTHING

*S*INCE becoming and suitable dress is important in professional and social contacts, courses in the textile and clothing department emphasize development of that discrimination which will aid the student in making and selecting a wardrobe for herself and for others. This involves a knowledge of textiles, color, principles of design as applied to dress, and construction techniques.

Recognizing the rich and varied opportunities open to the girl with home economics training in the business field, the department in 1931 obtained an instructor specially trained in retailing. Since then, with the cooperation of department stores in Birmingham and Atlanta, Alabama College has developed a course in retail training that is unsurpassed in the South. Individual attention is given each girl in order to help her prepare along the lines of her special interests and abilities.

*ht: Rare textiles from the College collection.*



*Left: Students design pottery in applied art course. The clothing and art departments work together in developing appreciation of line, color and design.*



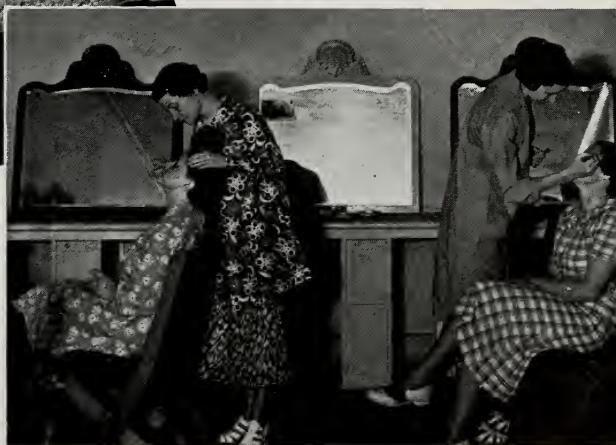
*Right: A girl uses the tensile strength machine to test the durability of her dress material.*

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*Below, left: By draping, students create original dress designs.*

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*Bottom, right: Members of the Cosmetology class help their friends to select the correct make-up, hair arrangement, and costume.*



# *Foods* AND INSTITUTIONAL ECONOMICS



*I*N UNIT kitchens of the department (see left) students learn methods of cooking that will preserve minerals and vitamins, and also gain an understanding of factors which affect standard products — such as proportions of ingredients, methods of mixing, and temperatures of cooking.

The high school cafeteria (shown below) provides practical training for the girls majoring in institutional economics. The institutional economics curriculum is offered to students interested in hospital dietetics or commercial home economics. They study planning and construction of kitchens, and kinds and types of equipment necessary in food service. Their study of food economics includes an investigation of marketing conditions, legislation and factors affecting cost. Each student has full supervision of the cafeteria for a period of time. It serves as a laboratory where all related learning of earlier courses may be tested and proved.





# IONAL ECONOMICS



*A teacher gives instruction in the management of family meals. This includes planning and purchasing for families on various income levels, preparing the food, and providing suitable service.*

# Child DEVELOPMENT

*R*ECOGNIZING the right of the pre-school child to educational opportunities suited to his age and needs, the Nursery School provides the environment which contributes best to his development. The school serves also as a laboratory for the course in child development, giving students the chance to apply classroom information to actual situations. As they observe and manage the activities of pre-school children, students come to understand this age, and the methods most effective for their training.

*Below: In the Nursery School, a student directs the mid-morning lunch. At ten o'clock each child has cod liver oil and orange juice.*





*Right: In the day's routine,  
nap-time is pleasant for  
everybody.*

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*Below: Students observe abil-  
ities and social reactions on  
the playground.*



# Teacher EDUCATION

*A*LABAMA COLLEGE provides excellent opportunity for the girl who plans to teach home economics. Student teachers have full-time supervision under highly qualified teachers, and their own problems as student teachers provide the materials for education courses. Each girl receives individual guidance.

Completion of the course prepares the student for positions in vocational home economics departments. It gives her also a basic training which, with special study, prepares her for supervision, college teaching, extension work, or a position in the commercial field. The Training School with its progressive curriculum and organization is a stimulating laboratory for teacher education.







*Above: A student teacher demonstrates home care of the sick.*

*Left, below: Another directs high school students in preparation for a Christmas party.*

## COST OF *Home Economics* TRAINING

THE COST of a four-year course in home economics at Alabama College is surprisingly low. At the start of the last college year, freshman home economics students were supplied with account books and instructed in the correct way of recording all their expenses, including education, clothing, amusement, personal and miscellaneous. These books were audited each month during the year. Of the 100 girls keeping records, a survey reveals that half spent less than \$350.00. In the college year of nine months, a monthly allowance of from \$36 to \$40 may be considered an adequate minimum. For detailed information on expenses at Alabama College, see the General Catalog.



## *Home Economics* STANDS FOR

*I*DEAL HOME LIFE of today unhampered by  
tradition of the past

The resources of modern science to improve home life

Freedom of the home from the dominance of things,

and their due subordination to ideals

That simplicity in material surroundings that will

free the spirit for the more important and per-

manent interests of home and of society.

—*Ellen H. Richards*